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ABSTRACT

This workbook is intended to help decision makers in a school district make informed decisions concerning possible adoption or modifications of the Far West Laboratory Experience-Based Career Education program (FWL-EBCE). The workbook presents procedures and guidelines for (1) deciding whether the FWL-EBCE program, or some adaptation of it, is appropriate to the school district; (2) determining the major program design features appropriate to the school or district; and (3) preparing general specifications for the intended program which will guide the efforts of a staff in developing a detailed plan for its implementation. The workbook is organized around these three functions so that users can proceed systematically through the various issues related to determining the appropriateness and feasibility of the FWL-EBCE program in local districts. Tasks are included for the following areas: determining the purposes for EBCE, examining FWL-EBCE for compatibility, selecting or designing the program, communicating basic decisions, and staff development and implementation planning. The appendix contains questions and answers that highlight FWL-EBCE concepts and the program's adaptability and includes a reader's guide to EBCE purposes and approach. (TA)

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GUIDE TO ADOPTION & IMPLEMENTATION DECISIONS

FOR THE FAR WEST MODEL OF EBCE

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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A Workbook for Decision-Makers

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

CE 014 444

EXPERIENCED-BASED CAREER EDUCATION

Guide to Adoption and Implementation Decisions

A WORKBOOK FOR DECISION MAKERS

by

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Tasks 4 and 5 Prepared by

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August 1977

This handbook was created by the FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT under contract to the National Institute of Education (NIE). The opinions expressed here do not necessarily reflect the opinion of NIE nor endorsement by any other government agency.

Far West Laboratory was established through a Joint Powers Agreement in February, 1966. Signatories, as of January, 1976, include the Regents of the University of California; the California State Board of Education; the Trustees of the California University and State Colleges; the Board of Education of the San Francisco Unified School District; the Regents of the University of Nevada; the Nevada State Board of Education; the Board of Regents of the University of Utah; and the Utah State Board of Education.

The Laboratory's mission is to carry out surveys, research, development, and demonstrations in education and to disseminate information derived from such activities; accompanying programs of teacher, administrator, and parent education are also a focus of the Laboratory's work. Programs conducted by the Laboratory are intended to offer a clear and firm prospect of being implemented by schools and other educational agencies. In the course of these efforts, the aim is to assure that the evaluated outcomes of research and development are presented effectively to schools and other educational agencies.

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INTRODUCTION

Purposes

The purpose of this workbook is to help decision-makers in a school district make informed decisions concerning possible adoption or modifications of the Far West Laboratory Experience-Based Career Education program (FWL-EBCE). The workbook presents procedures and guidelines for those staff members who have the responsibility to:

- decide whether the FWL-EBCE program, or some adaptation of it, is appropriate to the school district;
- determine major program design features appropriate to the school or district; and
- prepare general specifications for the intended program which will guide the efforts of a staff in developing a detailed plan for its implementation.

Use of the Workbook

These responsibilities imply that the users of this workbook have the authority to cause an EBCE program to be implemented or to recommend such action be taken. While the persons to be involved in the decision-making body will vary among districts, the membership ought to be considered carefully to insure support of important constituent groups. Group membership may be district-wide, limited to a single school, or be made up of potential staff members of a program.

The workbook is organized around the three functions listed above so that users can proceed systematically through the various issues related to determining the appropriateness and feasibility of the FWL-EBCE program in your district, and develop the general specifications of a desired program. General directions for making best use of the handbook follow.

- Form a Decision-Making Group. It is possible for an individual decision-maker to make effective use of the workbook. However, it is believed that the process will be most effective when used by a group of three to five stakeholders because of the added

knowledge and experience represented when several people focus on a single issue. A thorough knowledge of the district's needs, requirements, and resources should exist within the group. The group should have the authority to make the necessary decisions and recommendations concerning adoption. One member should be appointed as chairperson.

- Preparation. Each member should review his or her personal copy of the workbook prior to a first meeting, and have been thoroughly oriented to the FWL-EBCE program.*

- Recording Decisions. One member of the group should be appointed recorder. A complete log of decisions and deliberations may be kept in the recorder's copy of the workbook. Thus, the workbook serves not only as a guide, but as a record of decisions and recommendations.

Once you have familiarized yourself with the FWL-EBCE program, you are ready to work on four basic tasks.

1. Determine the purposes for which you are considering EBCE as a possible adoption.

2. Examine EBCE for compatibility with your school or district's needs.

3. Select or design your own EBCE program.

4. Make basic implementation decisions necessary for detailed planning.

The contents of this workbook are organized to help you and your colleagues perform the above tasks. While EBCE as a complete alternative program will appeal to some districts, others will be more interested in partial adoptions or modifications. To help you decide, Task 2 asks you to gauge the extent to which your district's needs, interests, and requirements are consistent with the conceptual framework and operating characteristics of the total FWL-EBCE program. The purpose is to identify where potential problems may exist, where effort needs to be expended if a comprehensive EBCE program were to be adopted, and/or the kinds of modifications or partial adoptions that may be more suitable.

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*The Appendix includes two items to assist users of this workbook to orient themselves to FWL-EBCE. The first consists of questions and answers about EBCE, and the second is a reader's guide to selections in the FWL-EBCE program handbooks.

Your decisions about the EBCE program to be implemented will provide the framework for a program director and staff to develop detailed plans for implementation and to perform the necessary implementation tasks. A second document, Staff Development Handbook, has been prepared to aid with implementation task performance and to help prepare staff for their new roles.

TASK 1

DETERMINING PURPOSES FOR EBCE

> *When the effects of a decision are spread among many people, the purposes of that decision ought to be quite clear.*

You might begin by asking yourselves, "Why are we interested in EBCE?" If there is little agreement, you should take the time necessary to reach an agreement. Until there is a general consensus, clear communication among decision-makers may be difficult. There are many reasons why EBCE has proved attractive to school districts and those reasons often affect the nature of the program adopted. Some possible reasons for wanting to adopt EBCE include:

- to provide an alternative program for increasing student options and responding to student interests;
- to solve a specific problem, such as a high dropout rate among a particular group of students;
- to expand or improve an existing career education program;
- to create a better understanding between young people and adults in the community;
- to blend academic and vocational education;
- to increase employability of graduating students;
- to help students gain a better understanding of themselves and their future plans; and
- to reform the educational program in your school.

It is perfectly reasonable to have more than one purpose for which a program is being considered. However, where this is the case, each should be considered in terms of its effect on other purposes as you proceed through the workbook. The more explicit you can be about purposes, the more likely it is that your colleagues will understand you. It is often helpful to write down the general purposes for which your group is considering EBCE. Your purposes

may be one or more of those listed above, or they may be others you identify. Once you have agreed on general purposes, be more explicit by:

- specifying the particular student populations to be involved (e.g., 12th graders, the entire school, volunteer students from grades 10 - 12, students from 11th-grade social studies, etc.); and

- specifying the student behaviors or other conditions that need changing (e.g., low student interest in school, unrealistic student expectations about employment, the small number of students presently involved in career education programs, etc.).

When you and your colleagues have reached a consensus on general purposes and some of the specifics of the problem or need area, you are ready to proceed to Task 2. Please record your purposes and any specific characteristics of the intended student population of which you are presently aware.

TASK 2

EXAMINING FWL-EBCE FOR COMPATIBILITY

> *While many adoptions are decided on the basis of surface appeal, it is strongly recommended that time and effort be spent in assessing the qualities and characteristics of the innovation in terms of your own requirements prior to making a commitment.*

Many people are affected by the adoption of a new instructional program. Problems that arise because of a mismatch between the characteristics of an innovation and those of the user agency (district, school, department) affect student, staff, resources, and sometimes the goodwill of the community.

Risks associated with the adoption of a new program can be minimized by the judicious use of information about both the innovation and the school or district where it will be installed. New programs may succeed or fail for a variety of reasons. They may fail because implementation planning and preparation were inadequate, or because the decision to adopt was ill-considered and this was not discovered until after implementation had occurred. Here, the concern is with the latter cause.

The process below helps you organize information about FWL-EBCE characteristics in terms of your own judgments about the probable acceptance of these characteristics by the adopting school. It involves completing an instrument which will permit you to assess the degree to which the FWL-EBCE model is consistent with your district's or school's needs, requirements, and interests. The instrument presents brief descriptions of various key aspects or elements of FWL-EBCE, and a rating scale requiring responses that represent your best judgments.

Depending on which responses are selected, an estimate is made of whether a a discrepancy exists (and the strength of that discrepancy) between the program's characteristics and the district's or school's capability and interest in dealing with the characteristic. After you (or your group) have completed recording your judgments on the instrument, instructions for scoring and interpreting the results are given.

The compatibility of any new instructional program with your school or district will depend largely on its acceptance by key people or groups who (1) are to be affected (the beneficiaries), (2) must implement it (the operators), and (3) are responsible for its initial adoption as well as its continuation as an instructional program or procedure (the decision makers).

Your group's judgments about FWL-EBCE, then, are really estimates of its suitability for the three groups -- the clients, the operators, and the decision-makers. Characteristics of comprehensive instructional programs often run the gamut between philosophy on one hand and specific teaching/learning strategies on the other. Therefore, the membership of one of the groups may change from one characteristic to another. For example, program philosophy decisions are frequently the province of a School Board, whereas the decision-makers regarding grouping procedures are most often the teaching staff. Considering another example, students normally comprise the client system, but if an instructional program requires in-service training, the staff becomes the immediate client.

In summary, for each of the various characteristics of the rating scale, decide the membership composition of each type of group. Doing so will help you to be more precise in your judgments. You will undoubtedly find that certain people or classes of people may serve in more than one role. For each role, you will want to consider such groups as students, parents, teachers, administrators, Superintendent, the School Board, and so forth. To simplify your task, include only the one or two groups who are the primary actors for each of the three roles.

The rating scale begins on the next page. Under the first numbered statement, write in the particular membership type for each of the three groups. Then, place an X to the right of each type in the column which represents your best judgment. For example:

	ACCEPTABLE	*MINOR PROBLEM*	*MAJOR PROBLEM*	*UNACCEPTABLE*	*TOTAL*
a. Client(s)					
Students	[X]	[ ]	[ ]	[ ]	___
Parents	[ ]	[ ]	[X]	[ ]	___
_____	[ ]	[ ]	[ ]	[ ]	___

For now, leave blank the column labeled "Total." Please proceed.

Assessing Compatibility

1. Scope of Program. The FWL-EBCE program was designed as a comprehensive, full-time program for volunteer students from 10th, 11th, and 12th grades, and does not require extensive class work in specific subjects.

	ACCEPTABLE	*MINOR PROBLEMS*	*MAJOR PROBLEMS*	*UNACCEPTABLE*	*TOTAL*
a. Client(s)					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
b. Decision-Makers					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
c. Operators					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____

2. Program Content. The FWL-EBCE program was designed to emphasize outcomes associated with career development (self-development, career decision-making and planning, career awareness, and career-entrance skills); life skills (interpersonal, problem-solving, decision-making, and inquiry); and basic skills (oral communication, writing, reading, and quantitative). Content or subject matter areas are the vehicle for the development of these process skills listed above. EBCE students pursue their needs or interests in various content areas (including media, physical fitness and health, social and cultural awareness, political awareness, economic competency, technology, aesthetic/creative development, social science, science, mathematics and foreign languages) through a variety of methods. Students are generally encouraged to develop and expand their knowledge in these areas through project methods which include working with resources in the community, related reading, and participation in program seminars. Depending on student needs and available resources, provision for student

learning in these content areas can also be made through tutorials, individualized instruction and study in programmed materials, or enrollment in classes.

	ACCEPTABLE	MINOR PROBLEMS	MAJOR PROBLEMS	UNACCEPTABLE	TOTAL
a. Client(s):					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
b. Decision-Makers:					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
c. Operators:					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____

3. Content Organization. The program was designed to accentuate an interdisciplinary approach by capitalizing on student experiences in the community. The starting point in planning individualized curriculum is the experiences possible at resource sites, and the individual student's interests, rather than the pre-selected content core of a subject area (though to earn credit in a subject area the student must acquire content knowledge through his or her project). In other words, the program does not prescribe specific subject matter knowledge to be acquired by all students or use content goals as the starting point for designing curriculum. The project planning packages do, however, offer guidelines for determining what kinds of knowledge or skills the student must endeavor to master to earn different kinds of academic credit.

	ACCEPTABLE	MINOR PROBLEMS	MAJOR PROBLEMS	UNACCEPTABLE	TOTAL
a. Client(s):					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____

	ACCEPTABLE	MINOR PROBLEMS	MAJOR PROBLEMS	UNACCEPTABLE	TOTAL
b. Decision-Makers:					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
c. Operators					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____

4. Organization of Learning. Learning projects designed and executed primarily by students are the core of the learning process in EBCE. Projects should conform to FWL-EBCE criteria for acceptable projects, e.g., include an exploration or investigation with a resource person or organization; integrate career development with the acquisition and application of basic skills, life skills, and academic skills and knowledge; include related readings and at least one product. Learning activities that are not part of projects (e.g., basic skills instruction, enrollment in classes for which community resources do not exist) are intended to be individualized and integrated with students' project activities; thus, supplementary learning activities are planned by the student and the learning coordinator as part of a longer-range plan. Considerable diversity among students' learning plans are to be expected.

	ACCEPTABLE	MINOR PROBLEMS	MAJOR PROBLEMS	UNACCEPTABLE	TOTAL
a. Client(s):					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
b. Decision-Makers:					
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_____	[ ]	[ ]	[ ]	[ ]	____

	ACCEPTABLE	MINOR PROBLEMS	MAJOR PROBLEMS	UNACCEPTABLE	TOTAL
c. Operators:					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____

5. Materials. Project planning packages for various career/subject matter areas (e.g., life science, commerce, physical science, communications and media, politics, etc.) are available. Packages are defined as frameworks for study rather than as content itself. A package includes such sections as introductory material, suggested learning goals, sample projects, and descriptions of available Resource Persons, Resource Organizations, and Community Resources the student may use in working on a project. Packages provide ideas and suggestions for project content and identify resources which students can use to carry out their plans. They also provide yardsticks for determining the kind and amount of credit students can earn through projects. Packages usually require some modification to fit local resources.

	ACCEPTABLE	MINOR PROBLEMS	MAJOR PROBLEMS	UNACCEPTABLE	TOTAL
a. Client(s):					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
b. Decision-Makers:					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
c. Operators:					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____

6. Student Time. A suggested approximate and variable breakdown of student time is as follows: (1) At least fifty percent spent working on projects, including planning, developing project plans, making and keeping resource appointments, related reading and research, product preparation, and attending package meetings; (2) about thirty percent of the time on projects should be devoted to interactions with adults in the community; and (3) up to fifty percent of time spent with supplementary curriculum activities (work on basic skills, with tutors or special materials, attending a class, etc.). The program requires considerable flexibility in scheduling.

	ACCEPTABLE	MINOR PROBLEMS	MAJOR PROBLEMS	UNACCEPTABLE	TOTAL
a. Client(s):					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
b. Decision-Makers:					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
c. Operators:					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____

7. Student Grouping. The program is non-graded in terms of content and also multi-graded in terms of student grade classification. Groups that are formed are usually heterogeneous and interest-based. In some cases (for example, basic skills instruction), grouping occurs by achievement. A Learning Coordinator may have up to 30 assigned students, but may meet with the entire group on a weekly basis only.

	ACCEPTABLE	MINOR PROBLEMS	MAJOR PROBLEMS	UNACCEPTABLE	TOTAL
a. Client(s):					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____

	ACCEPTABLE	MINOR PROBLEMS	MAJOR PROBLEMS	UNACCEPTABLE	TOTAL
b. Decision-Makers:					
_____	[ ]	[ ]	[ ]	[ ]	_____
_____	[ ]	[ ]	[ ]	[ ]	_____
_____	[ ]	[ ]	[ ]	[ ]	_____
c. Operators:					
_____	[ ]	[ ]	[ ]	[ ]	_____
_____	[ ]	[ ]	[ ]	[ ]	_____
_____	[ ]	[ ]	[ ]	[ ]	_____

8. Credit Assignment. The FWL-EBCE program awards credit toward graduation on the basis of completed work on projects and quality of the performance. Academic credit is awarded (e.g., in English, science, social studies) for successful completion of projects and work with employer/community resources.

	ACCEPTABLE	MINOR PROBLEMS	MAJOR PROBLEMS	UNACCEPTABLE	TOTAL
a. Client(s):					
_____	[ ]	[ ]	[ ]	[ ]	_____
_____	[ ]	[ ]	[ ]	[ ]	_____
_____	[ ]	[ ]	[ ]	[ ]	_____
b. Decision-Makers:					
_____	[ ]	[ ]	[ ]	[ ]	_____
_____	[ ]	[ ]	[ ]	[ ]	_____
_____	[ ]	[ ]	[ ]	[ ]	_____
c. Operators:					
_____	[ ]	[ ]	[ ]	[ ]	_____
_____	[ ]	[ ]	[ ]	[ ]	_____
_____	[ ]	[ ]	[ ]	[ ]	_____

9. Student Role. The student acts as the primary planner/performer. Assistance of the Learning Coordinator is partly aimed at helping the student to become increasingly self-directed. Students decide their own learning objectives and activities within a framework of requirements and constraints set in advance by staff. In addition, students decide what specific content they will endeavor to master within a subject area and what resources they will visit or use during the year.

	ACCEPTABLE	*MINOR PROBLEMS*	*MAJOR PROBLEMS*	*UNACCEPTABLE*	*TOTAL*
a. Client(s):					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
b. Decision-Makers:					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
c. Operators:					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____

10. Staff Roles. Staff members associated with EBCE serve as coordinators of the learning process. This means that their role includes guidance, leading groups, individual counseling, planning and working with community people. They serve more as facilitators of learning across discipline areas than as purveyors of knowledge within single areas. Staff members are expected to provide immediate feedback and positive reinforcement to students on their work; make expectations of students explicit and act consistently in matters of requirements, sanctions, and evaluations of student work; use questioning as the predominant mode of discourse with students, avoiding judging students' opinions or ideas, summarizing discussions, or otherwise closing off questioning and discourse; to demonstrate the various behaviors which students are expected to learn; and to participate as co-learners with students.

	ACCEPTABLE	MINOR PROBLEMS	MAJOR PROBLEMS	UNACCEPTABLE	TOTAL
a. Client(s):					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
b. Decision-Makers:					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
c. Operators:					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____

11. Evaluation Procedures. Students are permitted to decide, with the approval of the staff, the method by which they will demonstrate what they have learned, the criteria on which their performance will be evaluated, who will participate in evaluating the work, and are themselves involved in evaluating their own work.

	ACCEPTABLE	MINOR PROBLEMS	MAJOR PROBLEMS	UNACCEPTABLE	TOTAL
a. Client(s):					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
b. Decision-Makers:					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____

	ACCEPTABLE	MINOR PROBLEMS	MAJOR PROBLEMS	UNACCEPTABLE	TOTAL
c. Operators:					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____

12. Resource Pool Characteristics. The pool of resources from which students select to learn and work with should have certain characteristics. It should offer students learning opportunities in diverse kinds of careers and in a variety of subject matters; be made up of willing participants, volunteers who understand their role and are interested in sharing time with students and helping them develop project plans and in helping evaluate their performance and products; include persons willing to work with students on a one-to-one basis; and insure that learning activities at resource sites are negotiable to meet the needs and interests of individual students.

	ACCEPTABLE	MINOR PROBLEMS	MAJOR PROBLEMS	UNACCEPTABLE	TOTAL
a. Client(s):					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
b. Decision-Makers:					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
c. Operators:					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____

13. Staff Lead Time. Preparation time is essential for an EBCE staff to identify, recruit and develop resource persons, write resource guides,

make minor modifications in Project Planning Packages and program forms, and to plan and prepare themselves for their new roles.

	ACCEPTABLE	MINOR PROBLEMS	MAJOR PROBLEMS	UNACCEPTABLE	TOTAL
a. Client(s):					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
b. Decision-Makers:					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
c. Operators:					
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____
_____	[ ]	[ ]	[ ]	[ ]	____

14. Transportation. EBCE requires that students travel to and from various resource sites in the community and the school.

	ACCEPTABLE	MINOR PROBLEMS	MAJOR PROBLEMS	UNACCEPTABLE	TOTAL
a. Client(s):					
_____	[ ]	[ ]	[ ]	[ ]	____
b. Decision-Makers:					
_____	[ ]	[ ]	[ ]	[ ]	____
c. Operators:					
_____	[ ]	[ ]	[ ]	[ ]	____

Scoring and Interpretation

Now that you have made your judgments for each of the fourteen categories, the next step is to score your responses. When this is done, you will have a score for each of the categories as well as a total "compatibility" score for a comprehensive EBCE program and your district or school. Procedures for scoring are as follows:

1. Each of your responses must be assigned one of four values (1, 2, 3, or 4). These values correspond to each of the possible responses and in the same order. Thus, if you marked the first column to any item, it receives a value of "1". If you marked the second column it receives a value of "2". Marks in the third column have a "3" value, and fourth column marks are scored "4". At this time, please score each of your responses by writing the appropriate score in the totals column to the right of each item. If you have more than one membership type for any of the three groups, you must also compute the mean or average and write this number in the margin. You should have only one score for each of the three groups per numbered item.

2. Turn to the Compatibility Score Sheet and record your scores in the spaces provided. Be certain that these are entered accurately and that the correspondence between the score sheet blanks and the items on the instrument is maintained.

3. Next, total the values for each category, record in the appropriate space, and compute the mean or average score for each. Also, total the entire set of values for all items and compute the total mean across all categories.

4. Now you are ready to interpret the accumulated results of your judgments.

Using the results of your scoring, you can estimate whether discrepancies exist between a comprehensive FWL-EBCE and your school's current interests and capability. Discrepancies may occur because the nature of EBCE is incompatible with your school's characteristics. Or they may arise between the circumstances for using EBCE and your resources. The values that have been assigned and scored are interpreted as follows:

1 - no discrepancy, either because the characteristic is irrelevant or because it is perfectly acceptable.

2 - A discrepancy exists, but it is not serious enough to prevent a successful implementation.

COMPATIBILITY SCORE SHEET

1. Scope of Program a. ___ b. ___ c. ___ Mean ____	2. Program Content a. ___ b. ___ c. ___ Mean ____	3. Content Organization a. ___ b. ___ c. ___ Mean ____	4. Organization of Learning a. ___ b. ___ c. ___ Mean ____	5. Materials a. ___ b. ___ c. ___ Mean ____
6. Student Time a. ___ b. ___ c. ___ Mean ____	7. Student Grouping a. ___ b. ___ c. ___ Mean ____	8. Credit Assignment a. ___ b. ___ c. ___ Mean ____	9. Student Role a. ___ b. ___ c. ___ Mean ____	10. Staff Role a. ___ b. ___ c. ___ Mean ____
11. Evaluation Procedures a. ___ b. ___ c. ___ Mean ____	12. Resource Pool a. ___ b. ___ c. ___ Mean ____	13. Staff Lead Time a. ___ b. ___ c. ___ Mean ____	14. Transportation a. ___ b. ___ c. ___ Mean ____	TOTAL MEAN ____

3 - A discrepancy exists, and it may prevent or seriously hinder a successful implementation.

4 - There is a major discrepancy. FWL-EBCE will not work as a full adoption as long as this discrepancy exists.

In interpreting your scores, remember that they represent, for the most part, judgments about others. Thus scores are subject to error and are to be used as an aid to your decision-making and not as the decision-maker. General guides to use of the scores are as follows:*

1. Look at the total mean score. If the total discrepancy score obtained is between 1 and 2, EBCE as a comprehensive, alternative program is seen as a low-risk opportunity. A total mean score between 2 and 3 indicates that several discrepancies exist and that corrective action may be needed before implementation takes place. A total mean score between 3 and 4 suggests that EBCE may be a high-risk situation and that if a successful implementation of a comprehensive program is to occur, considerable effort is needed.

2. If your total score indicates that several discrepancies exist, you will want to scan the category scores to locate the sources or potential problem areas. For example, if the mean in the general category of teacher role happened to be near 3 or higher, it is likely that implementation will present problems. In such a case, you may decide to:

   a. circulate information to staff about the need for such a program, the characteristics of the program, expected benefits, etc., and hold staff discussions on existing teacher roles and how such roles might be modified;

   b. identify a few staff whose preferred styles of operation are already similar to those of EBCE and plan a small EBCE pilot project;

   c. examine the program for the possibility of modifying certain features so that objections will diminish;

   d. design your own program that, in effect, integrates important EBCE concepts into some existing programs; or

   e. consider rejecting the program.

3. It is conceivable, but not likely, that a single category may be of sufficient importance in your district that it precludes adoption even if the total mean score is quite low.

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*Use page 22 to record summary statements about separate scores, total score, potential discrepancy areas, what steps your school or district would want to take to account for discrepancies, and any other recommendations your group feels are desirable.

4. In summary, it is likely that an EBCE program can be adopted and successfully implemented by any district or school if the size and nature of the program is tailored to fit local conditions and characteristics. (That is, even if a number of discrepancies appear to exist between FWL-EBCE, as designed, and your district, the program is adaptable; you can modify it, or select those features that are compatible and use them to supplement existing programs or procedures.) Finally, ample lead time should be made available to orient, select and train appropriate staff; to develop resources; to arrange for facilities; and to orient and involve the community and parents. The primary value of the instrument is to organize information pertaining to the amount and kind of effort to be expended to help insure a successful implementation.

In the space below, you should record general conclusions your group has reached concerning the compatibility of FWL-EBCE with your requirements. It is suggested that your conclusions be stated as recommendations for further action. They are, in effect, a synthesis of your judgments thus far.

Conclusions

TASK 3

SELECTING OR DESIGNING YOUR PROGRAM

Now that you have subjected the prospective innovation to close scrutiny, you must decide whether to commit yourself to an adoption, modify it to better suit your own needs, interests, and conditions, or look elsewhere.

The FWL-EBCE model is an attractive and useful alternative for educating youth. But it is also flexible and thus lends itself well to planned adaptation. At a very general level, for example, you might decide that you want:

- all of EBCE for some students,
- some of EBCE for all students, or
- some of EBCE for some students.

The first option is as the model was designed and developed. Complete documentation on this model describing procedures, roles, and curriculum is available. If you have decided to adopt what might be called the "high-fidelity" model, you may bypass the rest of Task 3 and proceed to Task 4. If, however, you are not sure, or if you are just interested in possible variations, please proceed with Task 3.

Keep in mind that there are <u>not</u> three, four, or five versions from which you may choose. Rather, there is one basic model possessing a number of operational characteristics and each may be modified in many ways. Thus, the EBCE program that you design may well be unique in many respects.

What you do depends partly on the outcomes of the task just completed. Using your Compatibility Score Sheet as data, describe the major characteristics of your program-to-be on the Program Design Form that follows. Be brief and succinct. Since you are concerned only with major parameters of the proposed program, elaborate detail is not necessary. You should, however, be specific.

If you have recorded mostly one's and two's on your score sheet and <u>your</u> descriptions of program characteristics are very similar to those given for the FWL-EBCE program as designed, then you may want to recommend an adoption. If,

however, your score sheet suggests a number of potential problem areas, then a different kind of program organization may be in order. For example, some kind of collaborative effort between an existing career education or work experience program and certain academic departments may be appropriate. It all depends on the kinds of discrepancies identified.

In summary, your group will need to make these decisions in order that detailed planning by a program staff can proceed. Remember, design decisions in any one category or characteristics area may have a reverberative effect on another area. Therefore, you should pay heed to the internal consistency of your design. The primary purpose of this design task is to communicate your intentions to an implementation planning group, preferably the staff who will operate the program. If your preferred design for each characteristic is as described in Task 2, leave the box blank. If, however, your prefer modifications, describe briefly in the space provided.

Program Design Form*

School District _____

Address _____ Date _____

Program Characteristic	Our Preferred Design
1. Scope of Program	
2. Program Content	
3. Content Organization	

*You will probably want to refer back to Task 2 (pp. 7-18) to refresh your memory of the meanings of the program characteristics given on this and following pages.

Program Characteristic	
4. Organization of Learning	
5. Materials	
6. Student Time	
7. Student Grouping	

Program Characteristic	
8. Credit Assignment	
9. Student Role	
10. Staff Role	
11. Assessment	

Program Characteristic	
12. Resource Pool	
13. Staff Lead Time	
14. Transportation	

When you have completed your program design, a very general description has been completed. Now only one task remains for your group. You should prepare in some detail the specifics of the new program. In order that detailed implementation planning can proceed effectively, additional information is needed. The next task is organized around these information needs. When Task 4 is completed, you will have accomplished formulating a general plan and specifications which will facilitate detailed implementation planning and staff development activities.

TASK 4

COMMUNICATING SOME BASIC DECISIONS

> *Now that you have made a commitment and set forth preferences, you should help the implementation staff get started.*

For this part of the planning you should come to grips with some of the specifics of the new program. This is true whether your decision has been to adopt the FWL-EBCE program as designed or a tailor-made version of it. When implementation planning begins in earnest, the staff who will be operating the program should be heavily involved. Therefore, this staff will need guidelines to follow in their planning. In addition to a program design (completed in Task 3), there are certain other basic decisions you will want to make that are dependent on the budget or other reality-oriented considerations. The details of the instructional program itself should be left to the instructional staff.

There are six additional major decision areas that must be considered before a staff can prepare a detailed implementation plan: student population, staff size and roles, the location of the program, evaluation audience(s), planning and program start-up dates, and eventually a budget. One can begin with a budget figure with other decisions such as staffing, student population, locations, etc., made to reflect the budget, or the reverse may be preferable. We have not included this as a task for this workbook since budgeting procedures vary widely among school districts. The other five decision areas are presented and discussed briefly in the next few pages. For recording your decision, however, please turn to the Implementation Planning Checklist (Exhibit 2, page 41). By recording your decisions there, you will provide the EBCE Program Director and staff with the basic information with which to begin their efforts.

1. Students

What is your target student enrollment? How many students will be initially involved? What kinds of students will be eligible (grade level, special categories)? How will they be selected?

Experiences has shown that 50 students is a workable starting size, although both smaller and larger programs have started successfully. It is generally preferable to start small and expand as the staff becomes more experienced. Factors that bear on the student population include:

- How much time will each student spend in the program. If the program is comprehensive, i.e., a Learning Coordinator is responsible for a student's entire program, 15-30 students per Learning Coordinator is about all that can be handled. If, however, students spend less than full time on the program, a Learning Coordinator can handle more students.
- The type of student to be enrolled -- if special populations, such as the alienated, those with very poor basic skills, educational handicapped, etc., are to be involved, more individual attention by staff will be needed.

Your decisions: (Please record on page 43.)

2. Staff

Who will be responsible for the program? How will a director be selected? How many staff are needed? What kinds and how will they be recruited?

If budget constraints limit staff size to fewer than four FTE professionals for 50 students (or 7½ for 100 students), there are other ways of staffing an EBCE program you can consider.

- Locate the program within an existing high school so that EBCE students have access to its programs and classes.
- Establish linkages with existing basic skills programs such as the mathematics, language arts, and foreign language laboratories.
- Use the school's work experience coordinator to develop resources for the EBCE program (this person will need training and a specific portion of his/her time should be budgeted to EBCE).

- Identify several classroom teachers interested in working with students in the FWL-EBCE model for one or two class periods of the day -- one from each of three or four departments. Allow students to enroll in those classes as alternative methods of earning credit. (These teachers' efforts with students would have to be supported by a full-time resource analyst to develop and maintain resources, conduct student advisory group meetings, and coordinate the program.)

The above list of options is not comprehensive. It merely suggests some different staffing arrangements that can be made depending on the particular needs and budget constraints of a district (see Exhibit 1, page 39).

Your decisions: (Please record on page 43.)

3. Location of Program

What kind of program location will best accommodate selected student populations? Where will it be located? How will program location be decided?

The location of your program will depend on such factors as: (a) whether it is seen as a full-time alternative, part-time alternative, or one that is integrated with an existing school program; (b) size of student body, (c) district policy, and so forth. Having a separate facility for the program has advantages as does placing it in an existing program. For example:

Advantages for a separate facility:

- Student recruitment is easier because the program can draw students from throughout the district.
- Classroom teachers are likely to feel less threatened by a new program that recruits district-wide.
- The program can establish its own policies with regard to student behavior.
- The EBCE students' schedules will not conflict with or disrupt the school schedule and vice versa.
- The program can be located where students will have easiest access to resources.

Advantages for placing in an existing program:

- There are fewer costs since the program will be able to take advantage of the high school's complete facilities and resources, such as the library, media services, career center, and administrative services.
- More options are available for alternative staffing patterns. The school's work experience coordinator and classroom teachers can be drawn upon to help carry out staff functions.
- Students can participate in the school's social and athletic activities and not lose contact with their peers outside of EBCE.
- School policies are already set, relieving the staff of one set of decisions and an additional responsibility.
- Students have access to lunch facilities.
- The EBCE staff can plug students into the school's existing classes and programs instead of having to develop a supplementary curriculum.

Your decisions: (Please record on page 46.)

4. Evaluation Responsibilities, Audiences, and Information Needs

Who will be responsible for evaluation? What are the purposes for evaluation data? What kinds of data should be collected?

If your EBCE program is to be evaluated, responsibility for planning and conducting the evaluation should be determined. The evaluation may be an external consultant, a district staff member, or in some cases, an EBCE staff member. Who is given the responsibility will depend on what groups of people are interested in and entitled to receive evaluation information, the kinds of information desired by evaluation audiences, and the availability of required evaluation knowledge and skills.

Because different perspectives are likely to operate during evaluation, kinds of information needs of different groups will vary. To help the evaluator prepare a plan that is responsive to the information needs of evaluation audiences, your group should be as specific as possible about kinds of evaluation information to be collected. (See Values & Information . . . An Approach to Evaluation Planning, Far West Laboratory, 1977.)

Your decisions: (Please record on page 54.)

5. Planning and Program Start-Up Dates

When will the program begin operation with students? When will staff be able to begin planning the program and preparing for their new roles? How will this be decided?

Counting back from program start-up with students, from four to six weeks are often required for a staff to do the various tasks (e.g., resource development) and develop the various skills necessary to perform as learning coordinators. (For more information, see Staff Development Handbook, pp. 9-18.)

Your decisions:

The tasks intended for your group have now been completed. It is assumed that if you have gone this far in decision-making, EBCE or a version of it will be adopted or recommended for adoption. If the adoption decisions have been made, the next step is to carry out your decision on staffing. For example:

- Select a program director.
- Program director and other appropriate persons select staff.
- Plan and carry out any other tasks your group has decided are necessary, e.g., district orientation, community orientation, etc.

Once these steps have been accomplished, it is up to the program director and staff to plan and carry out staff development activities and detailed implementation planning. The remainder of this workbook is intended for use by the EBCE staff to record their decisions concerning tasks that need to be accomplished for successful program initiation. Since this staff will need to know the general nature of the program to be adopted, your recorded decisions will provide important guidelines for them. In addition, it is very likely that the EBCE staff will seek further assistance and direction from your group as they come to grips with the details of planning.

TASK 5

STAFF DEVELOPMENT AND IMPLEMENTATION PLANNING

This section of the document is for the EBCE Program Director and staff. It will serve as a guide for scheduling activities necessary to initiate and operate the program. A list of general implementation steps is given below. When appropriate, the items will refer the staff to the Implementation Planning Checklist which follows or to the Staff Development Handbook.

Program Implementation Tasks:

1. Review the district's plans for the program and the decisions about the program's characteristics. (Refer to Task 4 of this document and/or proposals for funds.*)

2. Develop tentative schedules of staff development activities. (See sample schedules in the Staff Development Handbook, pp. 14 and 15, and Task 4 of this document.)

3. Orient the staff to FWL-EBCE using the staff development schedules or modify depending on: staff size, lead time, and whether adopting full model, parts, or modifying an existing program. Staff development during the first week may or may not include all of Resource Development and Project Planning, but should include Program Implementation Planning.

4. Develop an implementation plan complete with goals, deadlines, staff responsibilities, and checkpoints for progress monitoring. (See Implementation Planning Checklist, Exhibit 2.)

5. Begin implementing the program according to the plan developed during the first week of pre-operations training. If plans are not fully developed, complete them.

6. After two to four weeks, assess progress toward implementation against your plan. Determine areas of greatest need and plan staff development activities to meet those needs. Some

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*These decisions are generally made at the district level, although the EBCE program director may also be involved. If these decisions have not been made, the program director and EBCE staff will need to obtain appropriate involvement of key people for their resolution. The rest of the tasks on this list will be carried out by the EBCE staff under the leadership and guidance of the program director.

repetition or reinforcement of the first week's activities may be in order. (Activities that can be used are described in the Staff Development Handbook.) Revise implementation plans, staff roles, and responsibilities as necessary.

8. Complete implementation tasks. Meet regularly to assess progress; replan as needed.

9. Open doors to students. Continue meeting regularly (daily meetings during orientation are strongly recommended) to assess how things are going, decide whether changes in orientation plans are needed. After three to six weeks, assess the need for on-going staff development on individual and group bases.

EXHIBIT I

SOME CONSIDERATIONS IN BUDGETING FOR THE STAFF AND FACILITIES OF AN INITIAL EBCE PROGRAM

To aid the district in budgeting for an initial EBCE program the following information is provided. (More detailed information on staffing, facilities and other costs is available in the Administrator's Handbook of the Management Volume of the Far West EBCE documentary.) Estimates are based on programs with 50, 100, and 200 students so that potential cost benefits of larger numbers can be shown.

Staffing	For 50 students	For 100 students	For 200 students
1. Program Director	1/2	1	1
2. Learning Coordinators	2	4	8
3. Resource Analyst	1/2	1	1
4. Clerk Typist/Secretary	1/2	1/2	1
5. Skills Specialist*	(1/2)	(1)	(1)
6. Paraprofessional or volunteer tutors, part-time*	(2)	(4)	(8)
	(3½)	(6½)	(11)

*A Skills Specialist and pool of tutors is needed only if the district desires to provide instruction in basic skills and other supplementary learning activities as described in the Supplementary Curriculum Handbook. If EBCE students will have access to existing resources (classes or individualized programs) within the schools, these positions are not needed.

Facilities and Equipment	For 50 students	For 100 students	For 200 students
1. private offices or cubicles for professional staff where they can have confidential conferences with students, resource persons and parents	4	7	11
2. meeting rooms for advisory groups, project seminars and other small group activities (a program needs approximately half as many meeting rooms as it has learning coordinators)	1	2	4
3. quiet study space for students, e.g., a library or carrels	1	1	1
4. storage space and security for student records and other program materials and equipment	(can use staff offices and/or a locking closet or file cabinet)	1	1

Student records are kept in large three-ring binders for easy access. Learning Coordinators will need one binder for each student each term.

Each professional staff member needs a locking file cabinet and a telephone instrument in his/her office for contacts with community resources, parents, students in the field, etc.

Transportation

The program may need to provide transportation allowances or mileage for EBCE students going to and from resource sites in the community.

The budget should also provide transportation allowances for staff involved in developing resources and monitoring student progress in the community.

Materials and Supplies

If housed in a separate facility where students do not have easy access to a library, the program will need a collection (preferably paperback) of reading materials related to subject areas in which students may be working on projects.

The program may also need a collection of materials to be used in basic skills and other supplementary learning activities. (See the Sample Supplementary Curriculum Bibliography.)

The program will require extensive printing and reproduction of student program planning forms and resource guides. For 100 students, a reasonable estimate is:

100 Resource Guides x 4 pages x 25 copies each =	10,000 impressions
55 Forms x 2 pages average x 100 copies each =	11,000 impressions
5 Project Planning Packages x 100 pages x 20 copies =	10,000 impressions

The program staff should also have easy access to a photocopying machine so that copies of student project plans can be provided to the resources with whom they are working.

Start-Up (Non-recurring) Costs

Giving the EBCE staff sufficient time for training, developing resources, and performing other tasks prior to the first day of operations is a one-time cost. Two weeks is needed for staff training sessions. Staff time required to develop resources or otherwise prepare for opening day depends on the design and size of the program to be implemented. Usually at least three weeks are required in addition to the two weeks of staff training sessions.

EXHIBIT 2

IMPLEMENTATION PLANNING CHECKLIST

Instructions for Using the Checklist

The Implementation Planning Checklist is a format for developing an implementation plan as well as a handy index to FWL-EBCE documents. The first two columns cite the appropriate handbook(s) and page number(s) for each item listed in the third column. Items all in capital letters represent design decisions. Those in upper and lower case represent implementation planning decisions.

The fourth column provides space to record your decisions or plans regarding each item in the third column. For example, if it is decided that the program will serve 25 students selected from throughout the district, the number 25 should be entered opposite "size of student body." The phrase, "district-wide cross-section" should be entered next to the entry entitled, "target population" (the first and second entries in the section headed "Students"). Mark any element of the FWL-EBCE model that will not be included in your program as Not Applicable (NA).

If the decision or plan takes up more space than available, use a separate page and attach it to the form with a note in the appropriate space to see the attached sheet. For example, under Community Resources, Recruitment and Development, you are asked to list potential resources to contact and identify them by package or categories. This entry will require more space than the form provides. Other items may need a notation stating whether FWL-EBCE procedures or materials will be used as is or modified. If FWL-EBCE criteria and procedures will be followed, so note (i.e., "see handbook"); if not (and other procedures have not yet been developed), then enter "to be revised" or "to be developed." The entries become items to be included in the Tasks column.

The fifth column is for recording the tasks (if any) associated with the decisions and plans noted in the fourth column. Tasks listed under Student Recruitment and Selection, for example, might include: plan presentations, write press releases, arrange orientation meetings (with administrators and counselors), and revise the FWL-EBCE application form.

In the Responsible Staff column, enter the name of the person who has primary responsibility for completing the task listed in the column to the left. Indicate individual responsibilities as often as possible. The seventh column provides space for entering the due date for each task. When these last two columns have been filled in, review them to determine whether anyone on the staff has been overloaded with tasks, if deadlines have been spread out over the available time, and to correct conflicts in deadlines or responsibilities.

Remember, this checklist is a tool to help you plan your implementation. If you find it easier to accomplish the same purpose using another format, by all means, do so. For some of the items, e.g., credit assignment, you may want to enlist the help of district staff who made the initial decisions concerning adoption. In any event, you will probably want to share your completed implementation plan with district staff for their comment and approval.

FWL-EBCE HANDBOOKS

GUIDE TO ADOPTION AND IMPLEMENTATION DECISIONS

(GAID)

STAFF DEVELOPMENT HANDBOOK

(SD)

VALUES & INFORMATION ... AN APPROACH TO EVALUATION PLANNING

(VI)

MANAGEMENT

1. Program Overview
2. Administration
3. External Relations
4. Student Recruitment and Selection

RESOURCES

5. Resource Development
6. Guide for Resource Persons
7. Package Development

GUIDANCE AND INSTRUCTION

8. Orientation
9. Learning Coordination
10. Supplementary Curriculu

PROJECT PLANNING PACKAGES

11. Commerce
12. Communications & Medi
13. Life Science
14. Physical Science
15. Social Science

IMPLEMENTATION PLANNING CHECKLIST					PAGE 1 OF 13	
HANDBOOK NO.	HANDBOOK PAGE(S)	PROGRAM ELEMENT	DECISION OR PLAN	TASK	RESPONSIBLE STAFF	DEADLINE
		PROGRAM SCOPE				
	GAID	KEY DESIGN CONSIDERATIONS COMPREHENSIVE *(EBCE staff responsible for students' total program)* PART-TIME *(some curriculum accounted for by other school staff)*				
		STAFF				
		KEY DESIGN CONSIDERATIONS				
2 4	9 10 2 3	STUDENT/STAFF RATIO				
2	9 10	TOTAL NUMBER NEEDED				
2	49-61	ROLES, QUALIFICATIONS				
2	31-32	RECRUITMENT AND SELECTION PROCEDURES				
2	11 32	STAFFING PATTERN *(see also GAID, Task 4)*				
		STUDENTS				
		KEY DESIGN CONSIDERATIONS				
2	9	SIZE OF STUDENT BODY				
4	2 3	TARGET POPULATION *(e.g., high achievers, potential dropouts, a cross-section; from one high school or from throughout district; grade levels)*				

IMPLEMENTATION PLANNING CHECKLIST					PAGE 2 OF 13	
HANDBOOK NO.	HANDBOOK PAGE(S)	PROGRAM ELEMENT	DECISION OR PLAN	TASK	RESPONSIBLE STAFF	DEADLINE
		Recruitment and Selection				
4	8 10	Recruitment campaign plan				
4	2 3	Target				
4	10-14	Methods *(e.g., media, presentations at schools, meetings with administrators and counselors)*				
4	25	Application				
4	12	Response to student inquiries *(who responds, when, where, what will they say)*				
4	3-6 15-17	Selection criteria and procedures				
4	7 16	Minimum number needed				
		First term				
		Subsequent term(s)				
		COMMUNITY RESOURCES				
		KEY DESIGN CONSIDERATIONS				
5	7-9	SIZE OF RESOURCE POOL				
5	9-14	DEMOGRAPHY OF RESOURCE POOL				
5	22-28 47-49	RESOURCE DEVELOPMENT AND TRAINING PROCEDURES				

IMPLEMENTATION PLANNING CHECKLIST						PAGE 3 OF 13
HANDBOOK NO.	HANDBOOK PAGE(S)	PROGRAM ELEMENT	DECISION OR PLAN	TASK	RESPONSIBLE STAFF	DEADLINE
		Recruitment and Development				
5	7-11	Minimum number needed identified by:				
		Date needed *(day 1, midterm, subsequent terms)*				
		Package or career category				
		Development status *(recruited, interview only, guide written)*				
5	14-16	Potential resources *(identified fied by package or career category)*				
5	31-32 53-54 67-71	Contact and development status records *(how organized, maintained)*				
		Support				
5	45-51	Strategies for maintaining resource pool				
5	48 49	Strategies for solving student/ resource problems				
		Public Relations				
3	7-13 15-24	Campaign plan				
		Needs				
		Strategies				
		Audience				

45

49

50

HANDBOOK NO.	HANDBOOK PAGE(S)	PROGRAM ELEMENT	DECISION OR PLAN	TASK	RESPONSIBLE STAFF	DEADLINE
3	15-19	General and business communities informed *(e.g., media, presentations at organizational meetings, mailers)*				
3	4 5	School staffs informed *(e.g., presentations at staff meetings, informal discussions, articles in district newsletters)*				
3	20-22	Community advisory board Size Composition Functions Organization				
		PHYSICAL SETTING				
		KEY DESIGN CONSIDERATIONS				
2 10	29-30 3 8	LOCATION *(e.g., part of an existing high school, separate facility in downtown building)*				
2	29	SIZE *(e.g., two classrooms with movable partitions, two small buildings, office suite)*				
		Program Facilities				
2	12 29	Telephones *(number of instruments, number of lines)*				
2 5 9 10	12 29 53-57 67-71 121-145 9-17 19-22	Furniture and equipment *(files, copy machines, typewriters)*				

IMPLEMENTATION PLANNING CHECKLIST					PAGE 5 OF 13	
HANDBOOK NO.	HANDBOOK PAGE(S)	PROGRAM ELEMENT	DECISION OR PLAN	TASK	RESPONSIBLE STAFF	DEADLINE
2	29	Space *(offices, individual study areas, and group meeting areas)*				
		TRANSPORTATION AND LOGISTICS				
		Student Transportation				
2	9-12	Funding *(e.g., student reimbursed, tokens or tickets disbursed, mileage allowance)*				
2	9-12	Method *(e.g., public transit, school bus, auto)*				
		Staff Transportation				
2	9-12	Funding *(e.g., mileage, district credit card)*				
2	9-12	Method *(e.g., district car, private auto)*				
		Clerical Support				
2 5 9	61 32 126-7 231	Typing *(e.g., letters, guides, credit reports)*				
2 5 9	61 32 121-145	Filing *(guides, student records, blank forms)*				
2 4	61 12	Receptionist duties				
2 5 9 10	61 53-57 67-71 121-145 19-22	Production requests *(guides, blank forms, curriculum materials)*				

IMPLEMENTATION PLANNING CHECKLIST					PAGE 6 OF 13	
HANDBOOK NO.	HANDBOOK PAGE(S)	PROGRAM ELEMENT	DECISION OR PLAN	TASK	RESPONSIBLE STAFF	DEADLINE
5 9 10	53-57 67-71 121-145 19-22	Forms Selected Revised Quantity needed determined Printing instructions *(back-to-back, bond, multiple copy)* Ordered Date needed Organized in files				
5 9 10	53-57 121-127 16-17	Files Type *(student, resource, etc.)* Number Location Access Contents Staff responsible for each Format *(e.g., file folder, three-ring binder)*				

IMPLEMENTATION PLANNING CHECKLIST					PAGE 7 OF 13	
HANDBOOK NO.	HANDBOOK PAGE(S)	PROGRAM ELEMENT	DECISION OR PLAN	TASK	RESPONSIBLE STAFF	DEADLINE
7 10	6 8 9	Materials				
		Kind				
		FWL-EBCE documents & handbooks				
		Programmed instruction				
		Texts				
		Career information				
		Quantity				
		Organization				
2	19	Insurance				
		Type				
		Coverage				
		INSTRUCTIONAL SYSTEM				
		Program Elements				
8 9 10	21-49 61-70 1-7 10-11	Group activities *(e.g., advisory groups, project seminars)*				
		Purposes				
		Format				
		Content				
2 9 10	25-27 62 67 7 8	Scheduling				

IMPLEMENTATION PLANNING CHECKLIST					PAGE 8 OF 13	
HANDBOOK NO.	HANDBOOK PAGE(S)	PROGRAM ELEMENT	DECISION OR PLAN	TASK	RESPONSIBLE STAFF	DEADLINE
8 9	13 21-23 72 80 94-95	Individual student/LC conferences				
		Purposes				
		Frequency				
8 9	11-12 13-20 72-15	Student needs assessment				
		Needs to be assessed				
10	12-15	Methods				
		Instruments				
		Times *(entry, midterm, exit)*				
9 10	21 12-13	Program planning				
		Methods				
		Forms				
		Frequency				
		Strategies				
9	71-96	Progress monitoring				
		Purpose				
		Methods				
		Strategies				
		Forms				

IMPLEMENTATION PLANNING CHECKLIST					PAGE 9 OF 13	
HANDBOOK NO.	HANDBOOK PAGE(S)	PROGRAM ELEMENT	DECISION OR PLAN	TASK	RESPONSIBLE STAFF	DEADLINE
		Project planning packages				
7 9	1-3 24-28 40 56-57	Use				
7	4-5 33	Number				
7	4-5	Fields				
7	6 29-30	Revisions				
		Student Orientation				
8	1-4 51-53	Purpose				
8	10	Length				
8	4-6 10-17	Content and activities				
8	6-8 57	Schedule				
8	21-49	Materials needed				
8	19-20 55-56	Credit				
		Requirements and Parameters				
8 9 10	2 13-17 24-27 11	Criteria for acceptable student programs *(number of units per term, time in community activities)*				
9	58-59 193	Criteria for an acceptable project *(see also SD, pages 73-78)*				

IMPLEMENTATION PLANNING CHECKLIST					PAGE 10 OF 13	
HANDBOOK NO.	HANDBOOK PAGE(S)	PROGRAM ELEMENT	DECISION OR PLAN	TASK	RESPONSIBLE STAFF	DEADLINE
10	11	Limitations on students' activities *(e.g., no more than one college class per term, no more than four projects at one time)*				
9	13-17 24-27 34	Graduation requirements EBCE competencies District courses, credits Grades				
2	7-8 33-34	Attendance				
7 9 10	2-3 7-14 56-59 97-109 12-13 15-16	<u>Credit Assignment</u> Criteria for assigning credit *(e.g., package goals)*				
9 10	109-112 15-16	Authority and responsibility *(e.g., LC, Program Director, classroom teachers)*				
9 10	97-112 15-16	Procedures Frequency *(e.g., end of each term, whenever student submits project, midterm)* Carryover of credit *(i.e., whether possible, how much, when, and how)*				
9 10	139-141 142-145 181 183 189-193 197-206 19-45	Forms for evaluating student performance and products				

IMPLEMENTATION PLANNING CHECKLIST					PAGE 11 OF 13	
HANDBOOK NO.	HANDBOOK PAGE(S)	PROGRAM ELEMENT	DECISION OR PLAN	TASK	RESPONSIBLE STAFF	DEADLINE
2 9	3-4 99	Credit system Type of units *(e.g., EBCE credits, carnegie units)* Length of term *(e.g., semester, quarter)*				
2	3-4 99	Allowable subject areas				
		SUPPLEMENTARY CURRICULUM				
		KEY DESIGN CONSIDERATIONS				
10	1-4	PART OF EBCE PROGRAM				
10	1-4 10	USE OF EXISTING PROGRAMS, & FACILITIES IN SCHOOL *(e.g., mathematics & language laboratories, tutorial programs)*				
		Resources				
10	3-4	Areas needed *(e.g., math, reading, foreign languages)*				
10	2 8 9	Type and number needed *(e.g., tutors, peer counselors)*				
		Activities				
10	4-7	Tutorials				
10	8	Individualized programmed instruction				
10	10	Classes				

IMPLEMENTATION PLANNING CHECKLIST					PAGE 12 OF 13	
HANDBOOK NO.	HANDBOOK PAGE(S)	PROGRAM ELEMENT	DECISION OR PLAN	TASK	RESPONSIBLE STAFF	DEADLINE
		Diagnosis of Student Need				
10	12-13	Methods				
10	19-28	Forms and instruments				
10	12-13	Matching of Student Needs with Activity				
10	14-15	Progress Monitoring				
		Purpose				
		Methods				
		Procedure				
		Strategies				
		Forms				
10	15-16	Credit Assignment				
		Criteria				
		Procedures				
		PROGRAM EVALUATION				
		Evaluation Responsibility				
		Evaluation Audiences				

IMPLEMENTATION PLANNING CHECKLIST					PAGE 13 OF 13	
HANDBOOK NO.	HANDBOOK PAGE(S)	PROGRAM ELEMENT	DECISION OR PLAN	TASK	RESPONSIBLE STAFF	DEADLINE
		Information Preferred by Audiences				

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APPENDIX

QUESTIONS AND ANSWERS THAT HIGHLIGHT FWL-EBCE CONCEPTS AND THE PROGRAM'S ADAPTABILITY

1. Q. Must the FWL-EBCE be a full-time program?

   A. No. Though designed as a full-time program meeting a broad array of student needs through experience-based projects, related seminars, individualized study and tutorials, and small group workshops, the program could be offered as a part-time option for students. For example, students might work on only one project (earning as few as five credits through EBCE) and earn all other credits through regular classes. Or students in a government class might be offered the option of planning and completing an experience-based project rather than a library research paper to meet the requirements of a course. The one requirement is that students be able to arrange a block of time (two to four hours) during the week to engage in meaningful interaction with Resource Persons in the community.

2. Q. Must FWL-EBCE be a separate alternative school?

   A. No, it can also be an alternative program or department within a school, or supplementary to existing programs, depending on which arrangement best suits your needs. Several EBCE programs have been established as departments in existing schools. Some draw their students only from that school, others draw their students from all the high schools in the district. These arrangements enable the students to make use of other programs and resources within the school, such as mathematics and reading laboratories, media departments, regular classes, and organized sports and social activities.

3. Q. Is this program only for 12th graders?

   A. No, 9th, 10th, 11th, and 12th grade students are participating in EBCE programs. When deciding what grade levels to include, the primary considerations are the educational problems you wish to address, the interests and requirements of your school or district, and, of course, the particular EBCE organization you choose. If you decide on a full-time alternative EBCE, remember that the lower the grade level, the more required credits the program must enable students to meet. Younger students often require more individual attention, which can affect your student-teacher ratio. On the other hand, enrolling several grade levels provides continuity -- returning students can help orient new students -- and requires less student recruitment efforts each year.

4. Q. How do you select students for this program?

   A. We have not yet been able to develop a list of criteria for identifying, in advance, which students will benefit from this program and which ones won't. Since EBCE works well for many different kinds of students, we recommend they be given sufficient information about the program -- what they will be able to do and learn in it, what behavior will be expected of them, sanctions and requirements -- to make their own decision. However, if you have identified a specific student population with a need you think this program can serve, then you develop selection criteria and a recruitment campaign that will attract those students. You might, for example, decide to direct your program toward potential dropouts, or toward a particular grade level.

5. Q. How do students earn credit?

   A. Students earn credit in standard subjects (English, American government, biology, etc.) and in career development by planning and completing projects. A project is an individual or small group study that enables students to acquire skills and knowledge through direct experience in the community as well as through reading and related research. Students' performance(s) and product(s) are evaluated by the staff, and often by the employer/community resources with whom they work, and become the basis for earning credit. Project Planning Packages provide guidelines for planning projects and standards for awarding credit in particular subject areas. With the help of their Learning Coordinators, students set their own project goals (what they want to learn) and indicators (how they will show they have learned it), which are subject to change until about one month before they submit their project for evaluation and credit assignment. Students working on related projects (e.g., in social science) meet in seminars weekly to share their experiences and findings and broaden their knowledge of the field. EBCE students can also earn credit through tutorials, workshops, and regular classes.

6. Q. What staff roles are needed for the program?

   A. There are four professional staff functions, three of which are essential to the operation of any FWL-EBCE program. These include:

   - Resource Analyst -- recruits and develops resources who are willing and able to work with students on a one-to-one basis, and maintains a pool of resources that meets student needs and interests;

   - Learning Coordinator -- works with a group of 15 to 30 students to help them plan and carry out individualized learning programs to meet their goals, interests, and graduation requirements, conferring with these students both individuallly and in groups (advisory groups and project seminars); and

- o Program Director -- serves as administrator, staff leader, and public relations manager, assesses the implementation of the program, and handles program budget matters (facilities, equipment, and materials).

The fourth professional function is that of Skills Specialist. This function is needed only if the program will be a full-time, alternative. The Skills Specialist organizes and manages the resources, materials, and activities to meet student needs that cannot be met by completing projects working with Resource Persons and Organizations in the community.

There are a variety of possible staffing patterns. The Resource Analyst or Learning Coordinator position can be combined with that of the Program Director. Work-study students can be used to assist the Resource Analyst. Work experience or ROP coordinators can be trained to fulfill the Resource Analyst's function and some of the LC functions (advising students about resources, teaching decision-making skills, conducting advisory groups, monitoring students' progress). At the same time, classroom teachers (of subjects such as biology, history, and English) can, during one or two class periods per day, handle other Learning Coordinator functions such as helping students plan and complete projects in their area of expertise, evaluating them, and assigning credit for them in those subjects. These teachers would work with students individually and in groups.

7. Q. How are students matched with resources in the community?

   A. Students select resources by reading Resource Guides that describe what they can do and learn at the sites and by talking with their Learning Coordinator and the Resource Analyst. The student, with as much help as he or she needs from his or her Learning Coordinator, makes an appointment to visit the resource. The Resource Analyst may arrange visits for small groups of students (from three to ten) and for visits to the school by the resources. Students often arrange small group visits (3-5) themselves.

8. Q. How long does a student stay at a resource site?

   A. Students spend as much time as is needed to enable them to learn what they want and need to learn from particular resources. Sometimes a resource will stipulate that a student must spend a minimum amount of time at the site (e.g., 20 hours a week for six weeks) in order to participate in activities there. One students may work with a resource two hours a day, three days a week for four weeks, while visiting another resource only once for three hours and another two or three times for a total of ten hours. All of these visits may be related to the same project, but they could also be for two or three different projects.

9. Q. How many projects do students complete in one semester?

A. This will vary from student to student and from semester to semester. Some students may prefer to work on one project at a time, concentrating their time and energy on that project before starting another. Other students may prefer to work on two, three, or four projects at once. The number of projects a student works on at one time depends on the number of credits he or she is seeking, the size and complexity of the project he or she can handle, and the student's confidence and ability to work independently and meet and deal with adult resources in the community. It will also depend on whether the program you are implementing is full- or part-time. The more time students have available to participate in the program, to arrange resource site visits, and work on their individualized programs, the more projects they can develop and complete in a semester.

READER'S GUIDE

Below is a suggested list of readings which should provide a minimal understanding of the EBCE purposes and approach. Those responsible for decisions and recommendations concerning adoption of the FWL-EBCE program are strongly encouraged to read the handbook sections given.

	Pages
Management	
Overview	
Administration	
Introduction	1-2
Academic Credibility	3-4
Budget Planning and Administration	9-12
Schedules	25-27
Staff Selection	31-32
Staff Roles and Qualifications	49-61
Resources	
Resource Development	
Introduction	1-6
Sample Resource Guides	35-43
Guidance and Instruction	
Learning Coordination	
Introduction	1-11
Entry Assessment	13-20
Program Planning	21-59
Advisory Groups and Project Seminars	61-70
Progress Monitoring	71-96
Credit Assignment	97-112
EBCE Program Goals	115-120
Project Planning Packages	
At least one package	